

Inspection of Gainsborough Pre School

Gainsborough Primary School, Berkshire Road, Hackney, London E9 5ND

Inspection date: 8 February 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children play happily with their friends and staff at the pre-school. They have access to a range of activities. For example, outside in the garden, children investigate soil and learn about nature. Inside, children explore the ball pit and develop physical skills. Children play with pretend food in the role-play area as they talk to their friends. This helps them to learn about different foods and use new language in their play. Children learn to choose what they want to play with. This helps them to express their likes and dislikes.

Children join in excitedly at circle time. They laugh and clap as they sing songs to the beat of the drum. Children learn to shout 'beep beep'. They get their steering wheel ready as they sing the wheels on the bus song. Children feel relaxed and happy. They learn to copy staff and follow instructions. This helps children to understand new language and use it in their play.

Children have warm relationships with staff. Babies have a familiar routine that allows them to sleep for as long as they need. When they wake up, children are happy. Children wake up to friendly staff, who they know well. Children choose if they want to join in with an activity. Staff explain to them what is going to happen at each point of the day. This helps children to feel safe and secure. Children behave well.

What does the early years setting do well and what does it need to do better?

- Managers and staff plan a broad curriculum. They understand the knowledge and skills which young children need to learn. Staff plan a variety of experiences for children to support their learning and development. For example, children attend baby yoga classes and regular music sessions. This helps children to develop their confidence. Children have positive attitudes to their learning.
- Staff find out what children know and can do. They use this information to plan activities that meet all children's needs. Staff know how to identify children who need extra help with their learning. They work effectively with external agencies to ensure that children's next steps in learning are shared effectively. Children are well prepared for the next stage of their education.
- Staff support children's communication and language skills. Children sing familiar and favourite songs. They learn the words and actions to songs. Staff's interactions with babies are purposeful and engaging. Staff smile at babies, who react happily and respond by clapping, waving and smiling. Children learn to communicate. They know that staff are interested in them. This helps children to have high levels of self-esteem.
- Parents are happy with the care that their children receive. They report that communication is effective. Parents say that staff share with them what their

children know and can do. This helps them to extend their children's learning at home.

- Managers have created policies and procedures to ensure the smooth running of the pre-school. They share these with staff. However, managers do not always check that staff have understood all procedures fully. Some staff do not consistently understand what is expected of them. For example, not all staff know when to attend to tidying up or complete other routine tasks, which may take the focus away from children. Although, overall, children are engaged in their play, occasionally staff do not prioritise children's learning needs fully.
- Staff understand that children need to learn about healthy lifestyles. They plan opportunities for children to spend extended time outside. For example, children go for walks most days. They spend time in the garden each day. Children develop their physical skills. They learn to take risks and become resilient learners.
- Managers are reflective of their practice. They plan regular training for staff. For example, staff have recently undertaken training on how to interact with babies. This helps staff to understand clearly how to support children to develop their speaking and listening skills.
- Staff know it is important for children to learn about differences. They help children to notice differences between themselves and others. Staff encourage children to think about who they are and what makes them unique. They plan opportunities for children to learn about other communities. For example, children cook a range of foods from different cultures that they taste. Children develop an understanding and respect for other people.
- Managers carry out regular supervision sessions with staff. However, they do not clearly identify areas of development for individual staff. This means that not all staff know which areas to focus on to develop their teaching knowledge and skills over time.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a clear understanding of the signs that may indicate that a child is at risk of abuse or harm. They understand that they need to report their concerns to the designated safeguarding lead or the local authority. Staff know that they have a duty to report concerns or allegations concerning other adults. They regularly risk assess the pre-school to ensure that children are kept safe.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- develop how procedures are shared with staff to help children achieve the best possible outcomes

- support all staff to deliver the highest quality teaching across all areas of the pre-school.

Setting details

Unique reference number	2612322
Local authority	Hackney
Inspection number	10264102
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 2
Total number of places	20
Number of children on roll	18
Name of registered person	Gainsborough Primary School
Registered person unique reference number	2612321
Telephone number	020 8985 4622
Date of previous inspection	Not applicable

Information about this early years setting

Gainsborough Pre School registered in 2020 and is run by Gainsborough Primary school. It is located within the Children's Centre building on the school premises in the Hackney Wick area of the London Borough of Hackney. The pre-school offers care for children aged under two years. It opens all year round from 8am to 6pm, Monday to Friday. The pre-school employs five members of staff, all of whom hold an appropriate early years qualification at level 3.

Information about this inspection

Inspector

Kate Daurge

Inspection activities

- This was the first routine inspection the pre-school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the pre-school.
- The manager joined the inspector on a learning walk and talked to the inspector about the curriculum and what staff want their children to learn.
- Children communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individuals about the leadership and management of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector carried out a joint observation of a group activity with the manager.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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